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ABSTRACT

In the realm of continuing education, synergy, when used to mean a working together on all phases of human rights, implies the promotion of an adult education vehicle to eliminate the cultural lag in the status of women. Recent United Nations actions (such as the establishment of International Women's Year and the World Plan of Action's pressing for the full reconsideration of women's role in politics, education and training, employment and related economic matters, health and nutrition, family organization and family roles, population, and housing) are encouraging. Some general recommendations designed to implement the World Plan of Action's goals for the 1975-80 period include: special efforts to involve women in public affairs and to make the public at large aware of women's role in politics; target dates for the elimination of illiteracy; special training programs in economic and social development for rural women; free compulsory elementary education for girls and boys; inexpensive child care coinciding with school or training hours; special part-time programs for continuing education; elimination of bias from programs, curricula, and textbooks; and co-educational vocational programs open on the basis of aptitude and abilities rather than sex stereotypes. (JR)

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STRIVING FOR SYNERGY IN ADULT EDUCATION AS EQUAL PARTNERS

BY

RUTH M. LAWS, Ed. D.

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A POSITION PAPER FOR THE COMMITTEE ON SOCIAL JUSTICE IN CELEBRATION OF INTERNATIONAL WOMEN'S YEAR TO PROMOTE DIALOGUE, DISCUSSION, AND PLANNING FOR ELEVATION OF THE STATUS OF WOMEN THROUGH ADULT EDUCATION

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION
CONRAD-HILTON HOTEL, NOVEMBER 6-8, 1975

A POSITION PAPER
ON
STRIVING FOR SYNERGY IN ADULT EDUCATION
AS EQUAL PARTNERS

INTRODUCTION

"___Recognition of the inherent dignity and of the equal, inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world."

Universal Declaration of Human Rights 1945

Adult education has a crucial role and a major responsibility to help people understand the rationale of order and security in a world of rapid change, and to build goals realistically in appropriate terms to help people understand their problems, discover the resources which are available to them and find ways to solve their problems and reach goals under current circumstances. Klevins[1] emphasizes these purposes delineated by a group of international adult educators. The Committee on Social Justice of the National Association for Public Continuing and Adult Education is dedicated to these purposes at the National Convention at the Hilton Hotel in Chicago, November 6-8, 1975. "Striving for Synergy in Adult Education As Equal Partners" will be the theme under which two public sessions will offer dialogue and discussion on the Status of Women in Adult Education and project future directions in achieving educational equity.

BACKGROUND

The Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations and together with the United Nations Charter made specific commitments -- "to save succeeding generations from the scourge of war -- to reaffirm faith in fundamental human rights, in the dignity and

1. Chester Klevins, Materials and Methods In Adult Education. New York. 1972. P. 9.

worth of the human person, in the equal rights of men and women, and of nations large and small, and to promote social progress and better standards of life in larger freedom. Actual implementation of these commitments has been a slow process. Furthermore, progress toward human rights specified in the charter has been made according to the time schedule of each country. Relatively low priorities have been placed on rights of women until the most recent past. Commitments are only implemented when supported by a legal structure. Equally important is reinforcement through an educative process. Continuing education carries a salient role in providing education for a free society. Hence, it is the overall goal of the Committee on Social Justice of the National Association for Public Continuing and Adult Education to strive for synergy, or a "working together" on all phases of human rights and especially to promote an adult education vehicle to eliminate the cultural lag in the status of women.

Since the development of the U.N. Charter, conventions, declarations, formal recommendations and other instruments have been adopted with a view to reinforcing, elaborating upon and implementing these fundamental principles. Some of them seek to safeguard and promote the human rights and fundamental freedoms of all persons without discrimination of any kind. Others deal with promotion of economic and social progress and the elimination of all forms of alien domination, dependance and neo-colonialism and undergird supporting programs with plans and strategies for action. The most current emphasis, long overdue, is specific planning for equal rights of men and women. These documents reveal the increasing international awareness of the inequitable development of peoples and the tragedy of all forms of discrimination.

The Status of a Selected List of Multilateral Treaties Relevant to Women Adopted Under the Auspices of the United Nations appear in Appendix I.[2]

In these various instruments the international community has proclaimed that the development of a country, the welfare of the world and the cause of peace require the maximum participation of women. They have declared that all human beings without distinction have rights to enjoy the fruits of educational, social and economic progress and to be provided an opportunity to make their own unique contributions thereto. The United Nations World Plan of Action has included the full integration of women as a major objective of the international development strategy for the decade of the 1970's.

A landmark in the movement toward the elevation of the status of women was the proclamation made by the United Nations General Assembly on December 18, 1972, establishing International Women's Year. The purposes of the proclamation were to intensify action:

1. To promote equality between men and women.
2. To ensure the full integration of women in the total development effort, especially by emphasizing women's responsibility and important role in economic, social and cultural development at the national, regional and international levels, particularly during the second United Nations Development Decade.
3. To increase the contribution of women to the development of friendly relations and cooperation among states and to the strengthening of world peace.

2. United Nations. World Conference Of The International Women's Year. New York. 1975.

As a part of the International Women's Year Celebration, the United Women's Year World Conference met at Mexico City, June 19 - July 2, 1975. As a part of this conference, a World Plan of Action was presented, as adopted by the First Committee at its eighth meeting.

It is the aim of the plan to ensure that the original and multi-dimensional contribution of women is not overlooked in existing programs to promote improved world economic equilibrium. Recommendations for national and international action are proposed in order to accelerate the necessary changes in all areas, and particularly in those in which women have been especially disadvantaged. What are the problem areas?

PROBLEM AREAS

1. Political Participation: Numerically, women constitute approximately half the population of the world, yet in the vast majority of countries only a small percentage of them are in positions of leadership in the various branches of government. Consequently, women are not involved in the decision-making process which affects their lives. Many women also lack the education, confidence and civic awareness which would enable them to effectively participate in political life.

   Participation in political life involves action as voters, lobbyists, elected representatives, trade unionists and governmental representatives. In some countries, legislation does not provide these rights for women. Full citizenship rights in areas of finance, property ownership and purchasing power are denied many women.

2. Education and Training: Access to education and training is a key factor for social progress. Illiteracy and lack of education and training in basic skills are causal factors in the vicious cycle of

underdevelopment, low productivity, poor health and welfare. In many countries illiteracy is much more widespread among women than among men. According to the New York Times,[3] "the number of women who cannot read and write constitutes two thirds of the world's 800 million illiterate adults".

In most countries, female enrollment at all levels of education is considerably below that of men. Girls drop out of school earlier than boys. Boys are given precedence over girls when parents have to make a choice on the expenditure of the educational dollar. Fewer options for career choice have been open to women. The nature and content of programs into which women have been directed have been dominated by conventional attitudes.

As long as women remain illiterate and are subject to discrimination in education and training, the motivation for change so badly needed to improve the quality of life for all will fail, for in most societies it is the mother who is responsible for the training of her children during the formative years of their lives.

Dr. William F. Pierce, Deputy Commissioner for Occupational and Adult Education, U. S. Office of Education, has urged the removal of sex discrimination and sex stereotyping in vocational and adult education and has taken three major steps to implement change. Those steps are: (1) to gain information about the status of women in adult education as related to employment practices, guidance and counseling services and access to programs; (2) create an awareness on the part of women as well as men of the wide range of jobs available to them,

3. The New York Times. "The Illiterates". New York. Sunday, September 7, 1975. Section 4. Page 7.

and, (3) address the problem of uninformed and insensitive guidance counselors who promote or perpetuate sex stereotyping of career information.

3. Employment and Related Economic Roles

Available data show that women constitute more than a third of the world's economically active population. Approximately 64 percent of the women in the labor force are 15 to 64 years of age. Of these numbers, an estimated 65 percent are in the developing countries and 35 percent are in the more developed regions. These figures together with other varied data reveal that women make a substantial contribution to the development of the economy of which they are a part. However, the jobs in which they work are generally concentrated in limited, low level occupations and their total contribution has not been fully recognized. Women also frequently experience discrimination in pay, promotion, working conditions and hiring practices.

Cultural constraints and family responsibilities further restrict the employment opportunities of women. When job opportunities are limited and unemployment exists, women's chances of obtaining wage earning employment are further reduced in many countries. Legal tools to correct inequities have only recently been enacted in some countries.

4. Health and Nutrition

While health should be a guaranteed right to everyone, conditions in many countries prohibit the realization of this right more frequently by women than by men. Barriers to health resources include poor economic conditions, shortages in health personnel and other restraints.

In underdeveloped countries and especially in rural areas of more highly developed countries, conditions are critical. Additionally, the needs of women are greater especially in terms of prenatal, postnatal and infant care. In many countries, there is a shortage of women medical and paramedical personnel who might develop cooperative resources for meeting health needs.

5. Family Organization and Family Roles

There is a critical need to recognize the economic value of the work of the woman in the home as a manager/decision maker--homemaker/parent. Simultaneously, a reinterpretation is needed in relation to the merging, changing roles of men and women, in order to make those roles compatible with the responsibilities of both sexes in the world of work in today's economy throughout the international community. Higher status for this role in the home as a parent, spouse and homemaker can only enhance the personal dignity of man and woman. Household activities which are necessary for family life have generally been perceived as having low economic and social prestige.[4]

The family is a vital agent for social and cultural change. If women are to enjoy equal rights and opportunities, and contribute to society on an equal basis, the functions and roles traditionally allotted by sex within the family must be continually reassessed in the light of changing conditions.

4. United Nations. World Plan of Action. World Conference of the International Women's Year. Mexico City. 1975. P.25.

6. Population

The status of women is both a consequence as well as a determinant of the social, economic and demographic factors of the culture. Women's status is inextricably linked with the developmental process and the various components of demographic change, fertility, mortality and migration (international and internal and the latter's concomitant, urbanization).

The status of women, their educational levels, whether or not they are employed and type of employment all tend to influence family size. Simultaneously, family size influences the status of women and the economic status of the entire family. Overpopulation of the family like overpopulation in a country tends to overextend the available resources and impoverish the physical environment.

Furthermore, in many countries, women have had no informed choice and frequently no available choice regarding their own reproductive process and the size of their families, which definitely affect their life styles and personal status as women.

Children have a right to be well born, wanted and cherished at birth and women have a right to be free from the hazzards of childbearing characterized by too many pregnancies, too early and too late pregnancies and pregnancies at too close intervals. Inadequate prenatal care, delivery and post-natal care are critical problems for many women.

7. Housing

Many women throughout the world exist in substandard, overcrowded, unsafe, inappropriate housing. Drudgery and slum living has a daily affect on the tranquility, health and well being of families throughout

the world. The housing shortage and housing conditions are related to problems of population and demography in general. It is inconceivable that in a technological age the engineering and technological know how has not come to bear on the problems of housing on a world-wide basis. International priorities will need to be applied to this critical subsistence need in both developed and underdeveloped nations, on a basis compatible with the philosophy of the culture in concern. Adult education has a vital role to play both in providing information on the wise use of resources and helping women to reach their potential in planning and executing plans for their housing needs.

The World Plan of Action developed for the World Conference of the International Women's Year has cited the foregoing problems together with other areas of problems in its supporting documents. It calls for the involvement of women's organizations in its ten year Plan of Action.

RECOMMENDATIONS FROM THE WORLD PLAN OF ACTION

Education

1. To upgrade disadvantaged urban and rural workers through appropriate programs of education and training with needed supportive services and technical equipment. (9 and 32)
2. To provide for all women essential technical training in order to make their contribution more effective in terms of production, and to ensure their greater participation in decision making, planning and implementation of programs and projects. (22)
3. To provide at national levels, governmental facilities for equality of education and training, including free general and primary education and eventually compulsory secondary education. (7)

Note: The number or numbers in parenthesis following the goal refer to the number of the proposal in "The World Plan of Action".

4. To support and undergird education programs through the active cooperation of mass media. (40)
5. To provide education with emphasis on political, economic and social factors, including the change in social attitudes, based mainly on education. (11 and 16)
6. To supplement the training of children and parents through child care services for parents of children who wish to pursue education and/or employment. (20)
7. To employ measures which conform to the existing international standards and, in particular, to the Convention and Recommendations against Discrimination in Education, 1960, and to the revised Recommendation on Technical and Vocational Education, 1974, of the United Nations Education, Scientific and Cultural Organization. (72)
8. To assure that educational, training and employment strategies are coordinated and based on population projections. The content and structure of education should be such as to ensure its relevance to the present and future needs of the communities concerned, taking in account their own culture and the advances made through technical an scientific developments. It should also seek to prepare the individ adequately for an active civic and family life and for responsible parenthood. (73)
9. "For all women and all others, education is essential; for all women, their participation in the building of a new society as an essential ingredient of a juster world, transcending ideological differences."

STRATEGIES FOR IMPLEMENTATION OF RECOMMENDATIONS

1. To establish interdisciplinary and multisectoral machinery within

government (i.e. national commissions, women's bureaus, etc.) who would recommend and support needed legislation, policies and programs. (34 & 35)

2. To provide equalization in policies affecting women in industry, including benefits, seniority, promotion, salary and fringe benefits. (10)
3. To establish short, medium and long term targets and objectives for obtaining these goals. (41)

MINIMUM GOALS FOR FIVE YEAR PERIOD (1975-1980)

Note: Performance levels must be established for each mimimum goal.

Education

1. To achieve a marked increase in literacy and civic education of women, especially in rural areas.
2. To extend and/or increase co-educational vocational-technical training in occupational skills to women and men in the industrial and agricultural sector.
3. To provide equal access at every level of education, including compulsory primary education and measures necessary to prevent school dropout.
4. To extend provisions for comprehensive education in nutrition, parent education, family planning, sanitation and provide social services in these areas.
5. To direct life-long education, on formal and non-formal bases, toward the reevaluation of the changing and merging roles of men and women in order to ensure their self-realization as individuals in the family and society.

6. To promote formal and informal education and information on the economic value of women's work as a homemaker-manager/decision maker whose services have been traditionally not remunerated or recognized in the economic structure.

EMPLOYMENT GOALS

1. To increase employment opportunities for women and eliminate discrimination in the terms and conditions of employment.
2. To develop modern rural technology, industry, pre-school day centers, and time and energy saving devices in order to decrease the work load of women particularly for those who are from rural isolated families. These services should also be developed for the urban poor.
3. To establish and increase infrastructional services required in both rural and urban areas in order to enable women to fully participate in economic, educational and civic affairs.

POLITICAL GOALS

1. To sponsor and support the enaction of legislation on voting and eligibility for election on equal terms with men as well as legislation to support equal employment opportunity, equal employment conditions and remuneration.
2. To promote women's organizations as interim structures within workers organizations, and institutions to accelerate the progress of women.
3. To promote legislation, policies, guidelines and strategies for the provision of parity in the exercise of civil, social and political rights, such as those pertaining to marriage, citizenship, commerce

and family economics.

4. To develop motivational and educational processes and procedures to interest and prepare women for policy making positions at local, state and national levels, and develop strategies for action at governmental levels to open up opportunities for service.

REGIONAL PLANS

In an effort to implement the above, minimum goals, objectives and strategies should be specific. Success in achieving the objectives of the 10-year World Plan of Action will depend largely on women's organizations and effective utilization of volunteer experts in setting up and administering institutions and projects for the welfare of women as well as dissemination of information for their advancement. (48)

1. Special efforts and strategies to achieve the objectives are recommended:
   (a) The reaffirmation and wide publicity on the need for an official policy concerning the equal political participation of women;
   (b) The issuance of special governmental instructions for achieving an equitable representation of women in public office, and the compilation of periodic reports on the number of women in the public service, and levels of responsibility in the area of their work.
   (c) The organization of studies to establish the levels of economic, social and political competence of the female compared to the male population for recruitment, nomination and promotion;

(d) The undertaking of special activities for the recruitment, nomination and promotion of women especially to fill important positions, until equitable representation of the sexes is achieved. (63)

GENERAL RECOMMENDATIONS

1. Special efforts and campaigns to enlighten the femal electorate on political issues and on the need for their active participation in public affairs, including political parties and other political organizations such as pressure groups. (64)
2. Educational and informational activities should also be undertaken to enlighten the public at large on the indispensable role of women in the political processes, and on the need to promote their greater political participation and leadership. (65)
3. Special drives should be undertaken to encourage the increased participation of women and girls in rural, community and youth development programs, and in political activities, and to facilitate their access to training for leadership in such programs. (66)
4. Target dates should be established for the eradication of illiteracy and high priority given to programs for women and girls between the ages of 16 and 25 years. (74)
5. The acquisition of literacy promoted as an integral part of other kinds of learning activities of direct interest and value to the daily lives of the people. Parallel with the efforts of Governments, all social institutions, such as cooperatives, voluntary organizations and enterprises, should be fully utilized to overcome illiteracy. (75)
6. Voluntary task forces, especially of young persons, established to teach literacy, numbers, nutrition and methods of food preservation

during vacations or periods of national service. Such task forces should include both women and men with expertise in the skills needed. The volunteers could also train local personnel to become trainers, thus expanding the available task forces. (76)

7. Integrated or special training programs should be developed for girls and women in rural areas to enable them to participate fully and productively in economic and social development and to take advantage of technological advances in order to thereby reduce the drudgery of their daily lives. Such programs should include training in modern methods of agriculture and use of equipment, cooperatives, entrepeneurship, commerce, marketing, animal husbandry and fisheries, and in health, nutrition, family planning and education. (77)
8. Free and compulsory primary education for girls and boys without discrimination should be provided and effectively enforced as quickly as possible. Every effort should also be made to provide textbooks, school lunches, transportation and other essentials, wherever possible, free of charge. (78)
9. In order to assist in overcoming high dropout rates among school-age girls and to enable women to participate in literacy and basic skills, programs, inexpensive child care and other arrangements should be organized to coincide with school or training hours to free women and girls from confining domestic work. (79)
10. Special programs for continuing education on a part-time basis should be arranged to ensure retention of what has been learned at school and to assist women in their family, vocational and professional activities. (80)

11. Programs, curricula and standards of education and training should be the same for males and females. Courses for both sexes, in addition to general subjects, should include industrial and agricultural technology, politics, economics, current problems of society, responsible parenthood, family life, nutrition and health. (81)

12. Textbooks and other teaching materials should be reevaluated and, where necessary, rewritten to ensure that they reflect an image of women in positive and participatory roles in society. Teaching methods should be revised, wherever necessary, to ensure that they are adapted to national needs and promote changes in discriminatory attitudes. (82)

13. Research activities should be promoted to identify discriminatory practices in education and training and to ensure educational equality. New teaching techniques should be encouraged, especially audio-visual techniques. (83)

14. Co-education and mixed training groups should be actively encouraged and should provide special guidance to both sexes in orienting them towards new occupations and changing roles. (84)

15. Widely diversified existing and new vocational programs of all types should be equally accessible to both sexes, enabling girls and boys to have a wide choice of employment opportunities to receive scholarships and study grants. Special measures should be developed to assist women who wish to return to work after a comparatively long absence, owing in particular to family responsibilities. Multi-purpose training centers could be established in rural and urban areas to provide education and training in various techniques and disciplines and to encourage a self-reliant approach to life. (85)

16. Girls and boys alike should be encouraged through vocational and career guidance programs to choose a career according to their real aptitudes and abilities rather than on the basis of deeply ingrained sex stereotypes. They should also be made aware of the education and training required to take full advantage of the employment opportunities available. (86)

17. Informational and formal and non-formal educational programs should be launched to make the general public, parents, teachers, counselors and others aware of the need to provide girls with a solid initial education and adequate training for occupational life and ample opportunities for further education and training. Maximum use should be made of the mass communications media both as a tool for education and as a means for effecting changes in community attitudes. (87)

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STATUS OF SELECTED MULTILATERAL TREATIES RELEVANT TO WOMEN ADOPTED UNDER THE AUSPICES OF THE UNITED NATIONS

A. Instruments of the United Nations

INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS (1966) a/

As of 31 January 1975, a total of twenty-nine (29) States have ratified or acceded to this Covenant. The States are:

Barbados, Bulgaria, Byelorussian Soviet Socialist Republic, Chile, Colombia, Costa Rica, Cyprus, Denmark, Ecuador, German Democratic Republic, Germany (Federal Republic of), Hungary, Iraq, Kenya, Lebanon, Libyan Arab Republic, Madagascar, Mali, Mauritius, Mongolia, Norway, Romania, Sweden, Syrian Arab Republic, Tunisia, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics, Uruguay and Yugoslavia.

INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (1966) a/

As of 31 January 1975, a total of thirty (30) States have ratified or acceded to this Covenant. The States are:

Barbados, Bulgaria, Byelorussian Soviet Socialist Republic, Chile, Colombia, Costa Rica, Cyprus, Denmark, Ecuador, German Democratic Republic, Germany (Federal Republic of), Hungary, Iraq, Kenya, Lebanon, Libyan Arab Republic, Madagascar, Mali, Mauritius, Mongolia, Norway, Philippines, Romania, Sweden, Syrian Arab Republic, Tunisia, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics, Uruguay and Yugoslavia.

CONVENTION ON THE POLITICAL RIGHTS OF WOMEN (1952)

As of 31 January 1975, a total of seventy-six (76) States have ratified or acceded to this Convention. The States are:

Afghanistan, Albania, Argentina, Australia, Austria, Barbados, Belgium, Bolivia, Brazil, Bulgaria, Byelorussian Soviet Socialist Republic, Canada, Central African Republic, Chile, Congo, Costa Rica, Cuba, Cyprus, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Ethiopia, Fiji, Finland, France, Gabon, German Democratic Republic, Germany (Federal Republic of), Ghana, Greece, Guatemala, Haiti, Hungary, Iceland, India, Indonesia, Ireland, Israel, Italy, Jamaica, Japan, Laos, Lebanon, Lesotho, Madagascar, Malawi, Mali, Malta, Mauritius, Mongolia, Nepal, Netherlands, New Zealand, Nicaragua, Niger, Norway, Pakistan, Philippines, Poland, Republic of Korea, Romania, Senegal, Sierra Leone, Spain, Swaziland, Sweden, Thailand, Trinidad and Tobago, Tunisia, Turkey, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, Yugoslavia and Zambia.

a/ Not yet in force.

SUPPLEMENTARY CONVENTION ON THE ABOLITION OF SLAVERY, THE SLAVE TRADE AND INSTITUTIONS AND PRACTICES SIMILAR TO SLAVERY (1956)

As of 31 January 1975, a total of eighty-seven (87) States have ratified or acceded to this Convention. The States are:

Afghanistan, Albania, Algeria, Argentina, Australia, Austria, Barbados, Belgium, Brazil, Bulgaria, Byelorussian Soviet Socialist Republic, Canada, Central African Republic, Cuba, Cyprus, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Egypt, Ethiopia, Fiji, Finland, France, German Democratic Republic, Germany (Federal Republic of), Ghana, Greece, Haiti, Hungary, Iceland, India, Iran, Iraq, Ireland, Israel, Italy, Ivory Coast, Jamaica, Jordan, Khmer Republic, Kuwait, Laos, Lesotho, Luxembourg, Madagascar, Malawi, Malaysia, Mali, Malta, Mauritius, Mexico, Mongolia, Morocco, Nepal, Netherlands, New Zealand, Niger, Nigeria, Norway, Pakistan, Philippines, Poland, Portugal, Romania, San Marino, Saudi Arabia, Sierra Leone, Singapore, Spain, Sri Lanka, Sudan, Sweden, Switzerland, Syrian Arab Republic, Trinidad and Tobago, Tunisia, Turkey, Uganda, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, United Republic of Tanzania, United States of America, Yugoslavia, Zaire and Zambia.

CONVENTION ON THE RECOVERY ABROAD OF MAINTENANCE (1956)

As of 31 January 1975, a total of thirty-nine (39) States have ratified or acceded to this Convention. The States are:

Algeria, Argentina, Austria, Barbados, Belgium, Brazil, Central African Republic, Chile, Czechoslovakia, Denmark, Ecuador, Finland, France, Germany (Federal Republic of), Greece, Guatemala, Haiti, Holy See, Hungary, Israel, Italy, Luxembourg, Monaco, Morocco, Netherlands, Niger, Norway, Pakistan, Philippines, Poland, Portugal, Spain, Sri Lanka, Sweden, Tunisia, Turkey, United Kingdom of Great Britain and Northern Ireland, Upper Volta and Yugoslavia.

CONVENTION ON THE NATIONALITY OF MARRIED WOMEN (1957)

As of 31 January 1975, a total of forty-nine (49) States have ratified or acceded to this Convention. The States are:

Albania, Argentina, Australia, Austria, Brazil, Bulgaria, Byelorussian Soviet Socialist Republic, Canada, Cuba, Cyprus, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Fiji, Finland, German Democratic Republic, Germany (Federal Republic of), Ghana, Guatemala, Hungary, Ireland, Israel, Jamaica, Lesotho, Malawi, Malaysia, Mali, Malta, Mauritius, Netherlands, New Zealand, Norway, Poland, Romania, Sierra Leone, Singapore, Sri Lanka, Swaziland, Sweden, Trinidad and Tobago, Tunisia, Uganda, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, United Republic of Tanzania, Yugoslavia and Zambia.